Q1. Energy can be transferred through some materials by convection.

(a) Use the correct answer from the box to complete the sentence.

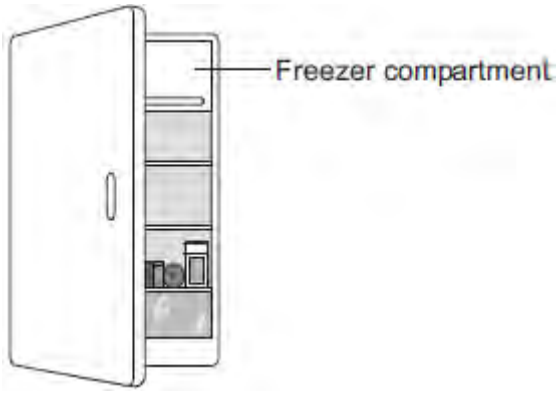
gas	liquid	solid

Energy **cannot** be transferred by convection through a ..... .

(1)

(b) The figure below shows a fridge with a freezer compartment.

The temperature of the air inside the freezer compartment is –5 °C.



Use the correct answer from the box to complete each sentence.

Each answer may be used once, more than once or not at all.

decreased	unchanged	increased

When the air near the freezer compartment is cooled, the energy of the air particles is ..... .

The spaces between the air particles are ..... .

The density of the air is ..... .

(3)

(c) The table below shows some information about three fridges, **A**, **B** and **C**.

The efficiency of each fridge is the same.

Fridge	Volume in litres	Energy used in one year in kWh
A	232	292
B	382	409
C	622	524

(i) Which fridge, **A**, **B** or **C**, would cost the least to use for 1 year?

Give **one** reason for your answer.

.....

.....

(2)

(ii) A householder looks at the data in the table above.

What should she conclude about the pattern linking the volume of the fridge and the energy it uses in one year?

.....

.....

(1)

(iii) The householder could not be certain that her conclusion is correct for all fridges.

Suggest **one** reason why not.

.....

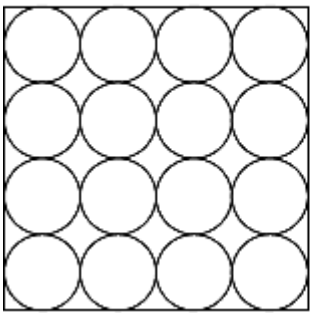
.....

(1)
(Total 8 marks)

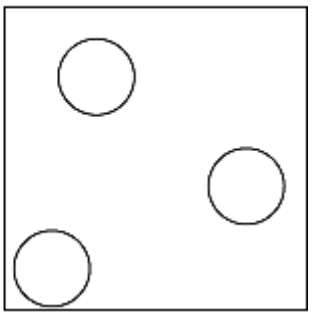
Q2. (a) The diagrams show the arrangement of the particles in a solid and in a gas.

Each circle represents one particle.

Solid

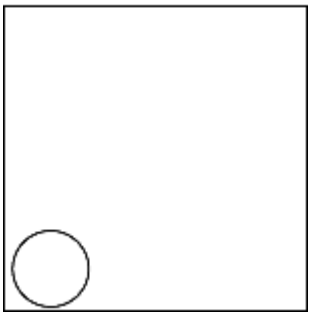


Gas



(i) Complete the diagram below to show the arrangement of the particles in a liquid.

Liquid



(2)

(ii) Explain, in terms of the particles, why gases are easy to compress.

.....

.....

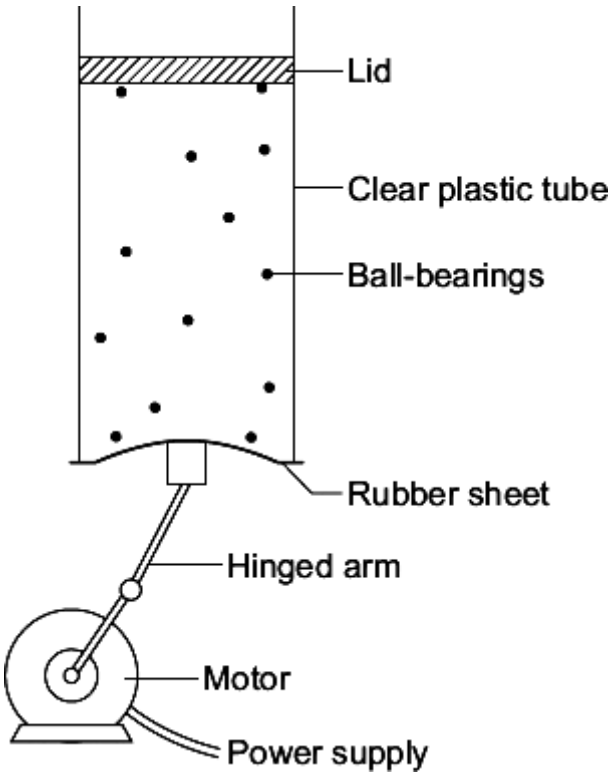
.....

.....

(2)

(b) The diagram below shows the model that a science teacher used to show her students that there is a link between the temperature of a gas and the speed of the gas particles.

The ball-bearings represent the gas particles. Switching the motor on makes the ball-bearings move around in all directions.



(i) How is the motion of the ball-bearings similar to the motion of the gas particles?

.....

.....

(1)

(ii) The faster the motor runs, the faster the ball-bearings move. Increasing the speed of the motor is like increasing the temperature of a gas.

Use the model to predict what happens to the speed of the gas particles when the temperature of a gas is increased.

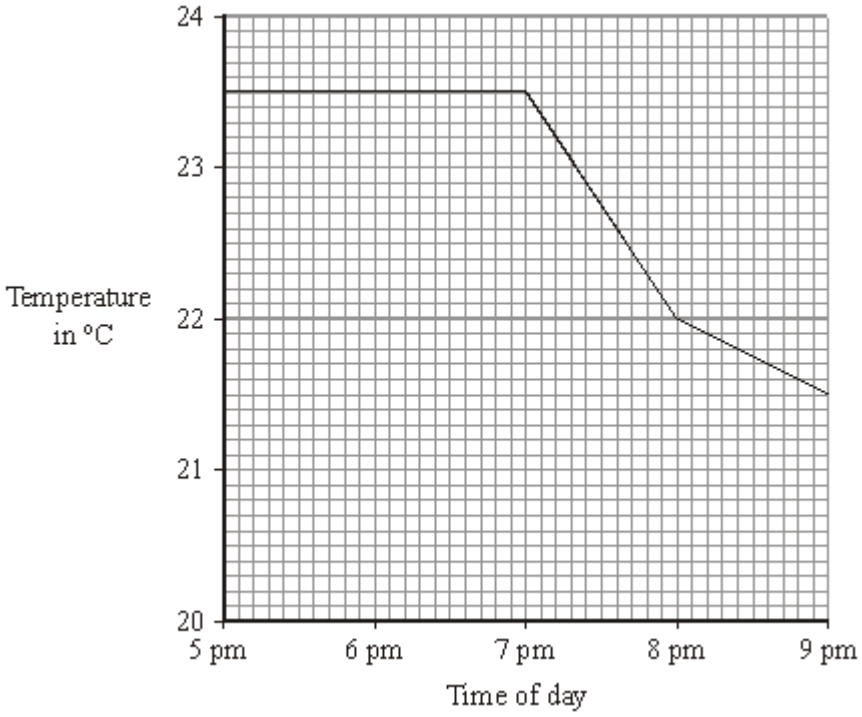
.....

.....

(1)

(Total 6 marks)

Q3. (a) The graph shows the temperature inside a flat between 5 pm and 9 pm. The central heating was on at 5 pm.



(i) What time did the central heating switch off?

.....

(1)

(ii) Closing the curtains reduces heat loss from the flat.

What time do you think the curtains were closed?

.....

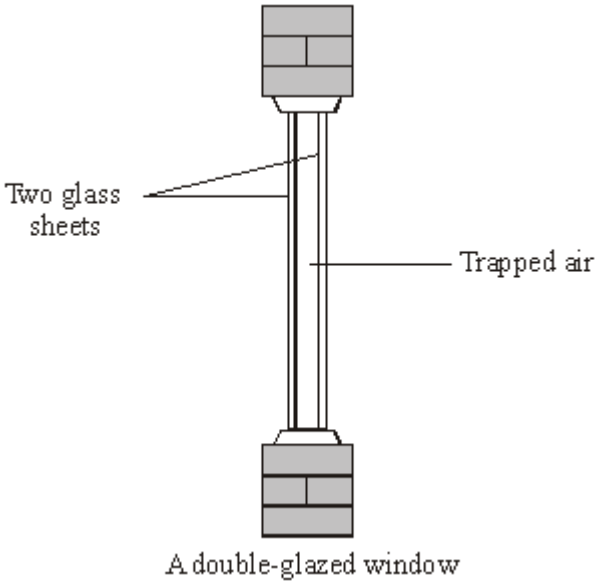
Give a reason for your answer.

.....

(2)

(b) Less heat is lost through double-glazed windows than through single-glazed

windows.



A double-glazed window

Complete the following sentences by choosing the correct words from the box. Each word may be used once or not at all.

conduction	conductor	convection	evaporation	insulator	radiation

Air is a good ..... . When trapped between two sheets of glass it reduces heat loss by ..... and .....

(3)

(c) The table gives information about three types of house insulation.

Type of insulation	Cost to install	Money save each year on heating bills	Payback time
Double glazing	£4000	£200	20 years
Loft insulation	£300	£100	3 years
Cavity wallinsulation	£600	£150	

(i) Use the information in the table to calculate the payback time for cavity wall insulation.

.....

(1)

(ii) Explain why people often install loft insulation before installing double glazing or cavity wall insulation.

.....

.....

.....

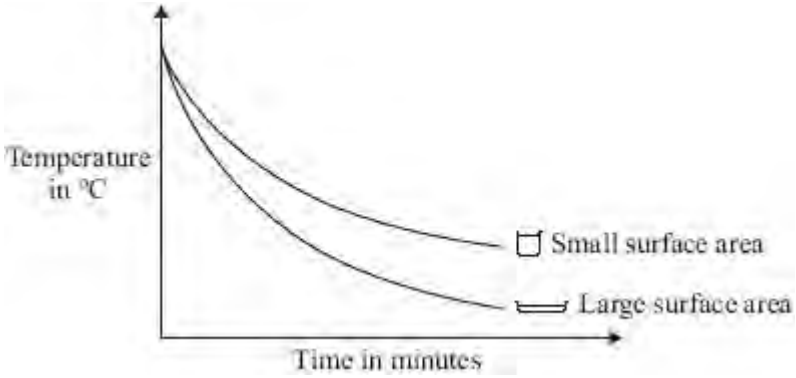
.....

(2)

(Total 9 marks)

Q4. (a) The graph compares how quickly hot water cooled down in two glass beakers with different surface areas.

The volume of water in each beaker was the same.



Describe how the surface area of the water affected how fast the water cooled down.

.....

.....

(1)

(b) Some foxes live in a hot desert environment.

This type of fox has very large ears.

Explain how the size of the fox's ears help it to keep cool in a hot desert.

.....

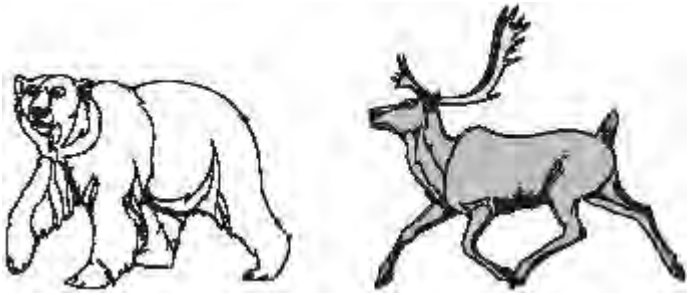
.....

.....

.....

(2)

(c) Polar bears and reindeer are adapted to live in cold environments.



Use the words in the box to complete the following sentences.

conduction	**convection**	**radiation**

(i) The white colour of a polar bear's fur helps to keep the polar bear warm by

reducing the heat lost by ..... .

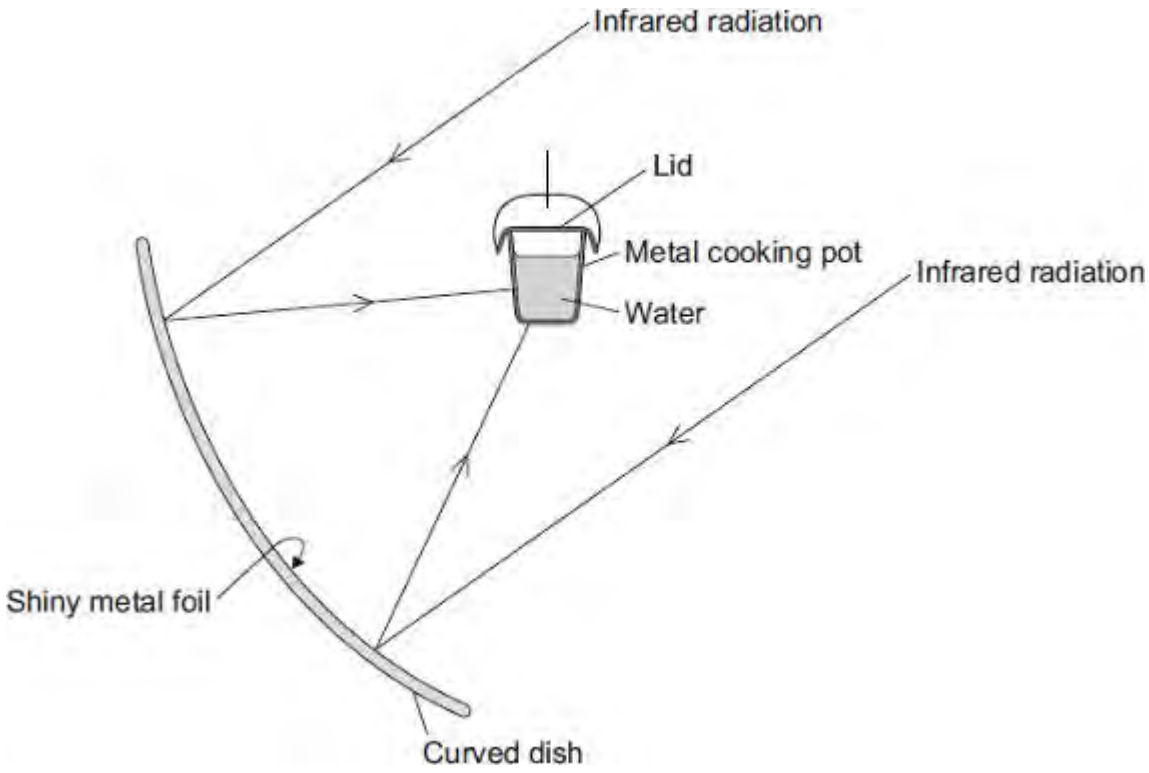
(1)

(ii) The hairs of a reindeer are hollow. The air trapped inside the hairs reduces the

heat lost by ..... .

(1)
(Total 5 marks)

Q5. The diagram shows the design of a solar cooker. The cooker heats water using infrared radiation from the Sun.



(a) Why is the inside of the large curved dish covered with shiny metal foil?

.....

.....

(1)

(b) Which would be the best colour to paint the outside of the metal cooking pot?

Draw a ring around the correct answer.

black **silver** **white**

Give a reason for your answer.

.....

.....

.....

(2)

(c) Why does the cooking pot have a lid?

.....

.....

(1)

(d) Calculate how much energy is needed to increase the temperature of 2 kg of water by 80 °C.

The specific heat capacity of water = 4200 J/kg °C.

.....

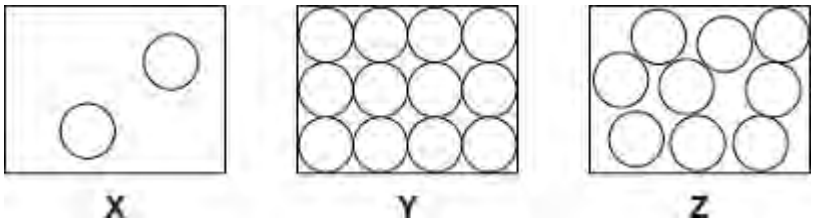
.....

.....

Energy = ... J

(2)
(Total 6 marks)

Q6.(a) The diagrams, **X**, **Y** and **Z**, show how the particles are arranged in the three states of matter.



(i) Which **one** of the diagrams, **X**, **Y** or **Z**, shows the arrangement of particles in a liquid?

Write the correct answer in the box. ☐

(1)

(ii) Which **one** of the diagrams, **X**, **Y** or **Z**, shows the arrangement of particles in a gas?

Write the correct answer in the box. ☐

(1)

(b) Draw a ring around the correct answer in each box to complete each sentence.

(i) In a gas, the particles are

vibrating in fixed positions.
moving randomly.
not moving.

(1)

(ii) In a solid, the forces between the particles are

stronger than
equal to
weaker than

the forces between

the particles in a liquid.

(1)

(c) The picture shows a puddle of water in a road, after a rain shower.

(i) During the day, the puddle of water dries up and disappears. This happens because the water particles move from the puddle into the air.

What process causes water particles to move from the puddle into the air?

Draw a ring around the correct answer.

condensation **evaporation** **radiation**

(1)

(ii) Describe **one** change in the weather which would cause the puddle of water to dry up faster.

.....

.....

(1)

(Total 6 marks)

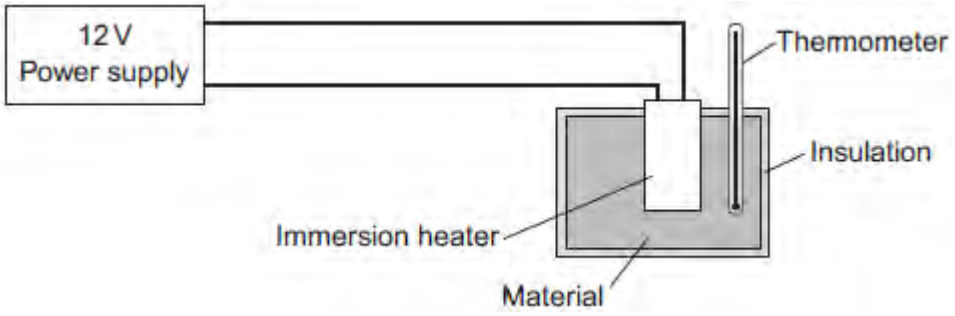
Q7. A student used the apparatus in **Figure 1** to compare the energy needed to heat blocks of different materials.

Each block had the same mass.

Each block had holes for the thermometer and the immersion heater.

Each block had a starting temperature of 20 °C.

Figure 1



The student measured the time taken to increase the temperature of each material by 5 °C.

(a) (i) State **two** variables the student controlled.

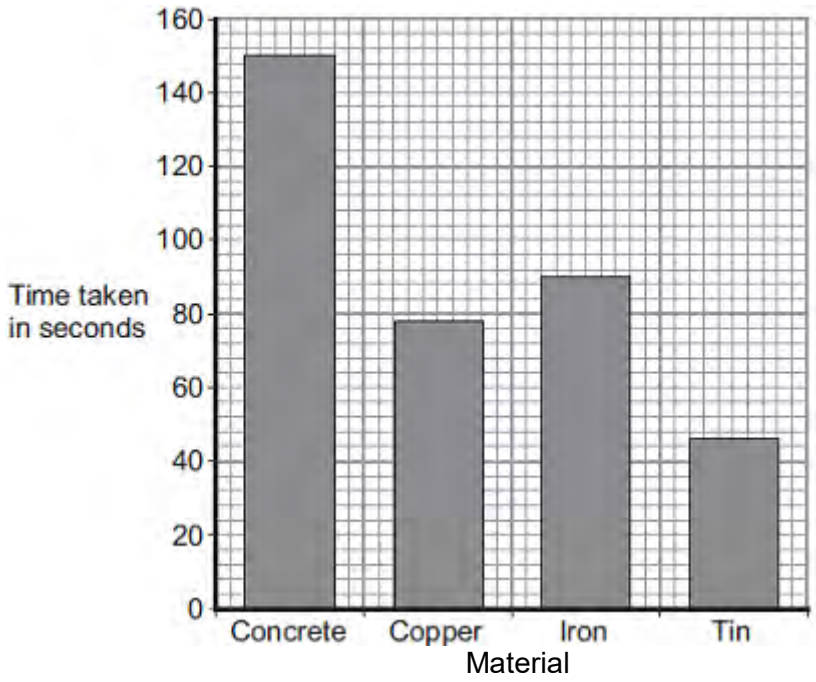
1 .....

2 .....

(2)

Figure 2 shows the student's results.

Figure 2



(ii) Why was a bar chart drawn rather than a line graph?

.....

.....

(1)

(iii) Which material was supplied with the most energy?

.....

Give the reason for your answer.

.....

.....

(2)

(iv) The iron block had a mass of 2 kg.

Calculate the energy transferred by the heater to increase the temperature of the iron block by 5 °C.

The specific heat capacity of iron is 450 J / kg °C.

.....

.....

.....

Energy transferred = ... J

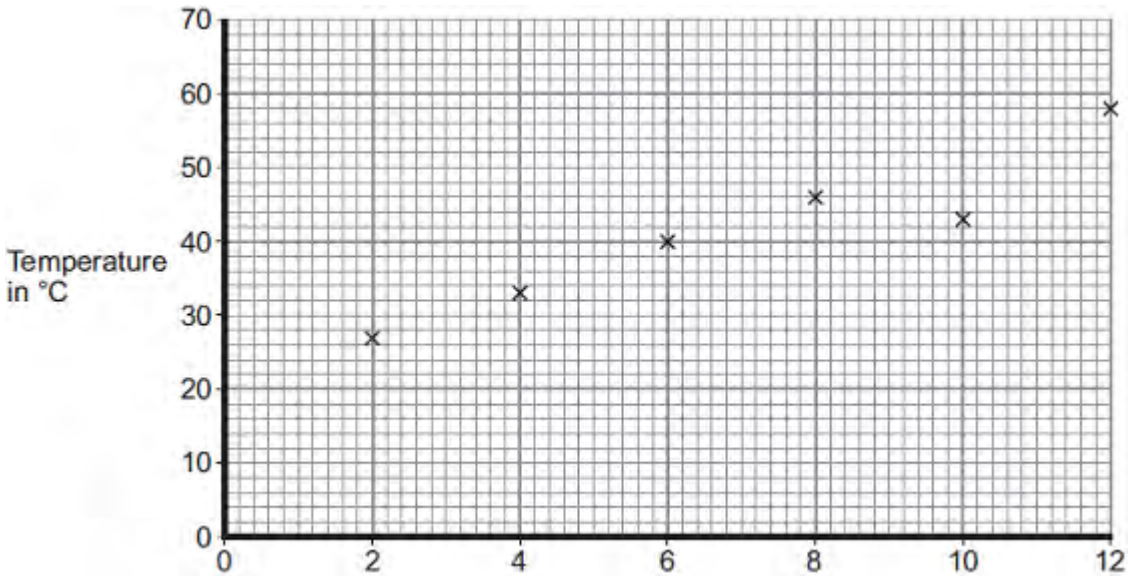
(2)

(b) The student used the same apparatus to heat a 1 kg block of aluminium.

He recorded the temperature of the block as it was heated from room temperature.

The results are shown in **Figure 3**.

Figure 3



(i) One of the student's results is anomalous.

Draw a ring around the anomalous result.

(1)

(ii) Draw the line of best fit for the points plotted in **Figure 3**.

(1)

(iii) What was the temperature of the room?

Temperature = ... °C

(1)

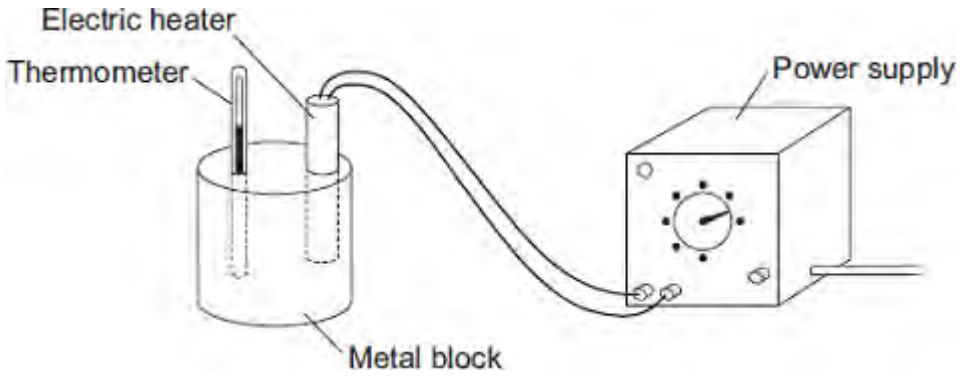
(iv) What was the interval of the time values used by the student?

Interval = ... minutes

(1)

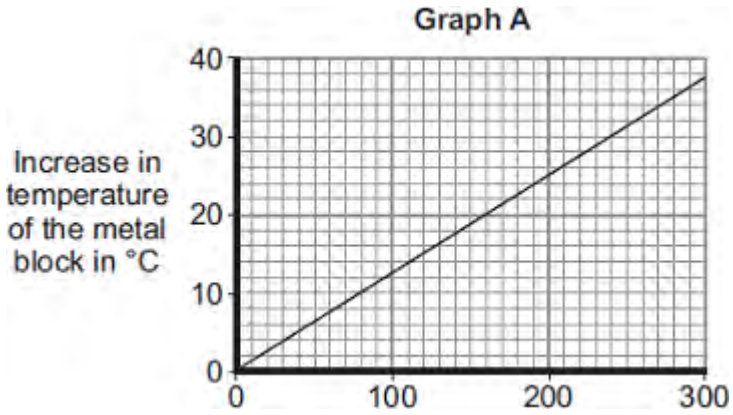
(Total 11 marks)

Q8.(a) A student used the apparatus drawn below to investigate the heating effect of an electric heater.



(i) Before starting the experiment, the student drew **Graph A**.

Graph A shows how the student expected the temperature of the metal block to change after the heater was switched on.



Describe the pattern shown in **Graph A**.

.....

.....

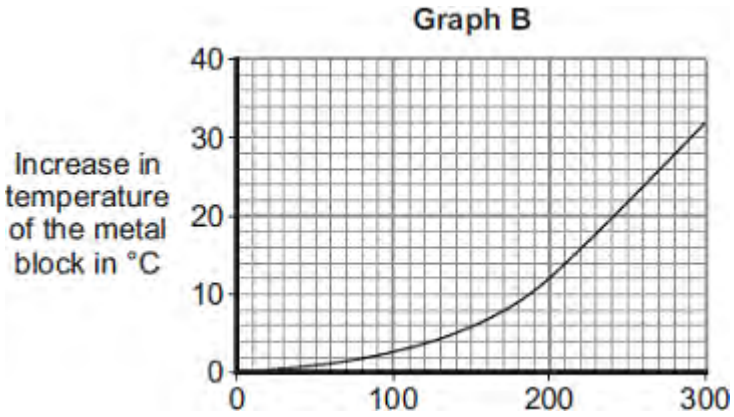
.....

.....

(2)

(ii) The student measured the room temperature. He then switched the heater on and measured the temperature of the metal block every 50 seconds.

The student calculated the increase in temperature of the metal block and plotted **Graph B**.



After 300 seconds, **Graph B** shows the increase in temperature of the metal block is lower than the increase in temperature expected from **Graph A**.

Suggest **one** reason why.

.....

.....

(1)

(iii) The power of the electric heater is 50 watts.

Calculate the energy transferred to the heater from the electricity supply in 300 seconds.

.....

.....

.....

Energy transferred = ... J

(2)

(b) The student uses the same heater to heat blocks of different metals. Each time the heater is switched on for 300 seconds.

Each block of metal has the same mass but a different specific heat capacity.

Metal	Specific heat capacity in J/kg°C
Aluminium	900
Iron	450

Lead	130

Which **one** of the metals will heat up the most?

Draw a ring around the correct answer.

aluminium **iron** **lead**

Give, in terms of the amount of energy needed to heat the metal blocks, a reason for your answer.

.....

.....

.....

.....

(2)
(Total 7 marks)